

INTERVENTION IN LANGUAGE DISORDERS
SHS 410

Instructor: Mary T. Schaub, MS
Course Requirements

The purpose of this course is to provide background information concerning current treatment procedures used to treat the language problems of children with additional diagnoses.

TEXT: Schoenbroat, Lisa, " Childhood Communication Disorders: Thomson Learning, Inc. (2004)

ADDITIONAL READINGS: Recommended readings will be provided in the form of handouts.

COURSE REQUIREMENTS: Students will be expected to attend all lectures. If there are more than two unexcused absences, the final grade will be lowered one grade. There will be several examinations and review questions at the end of assigned chapters.

GRADING: The examinations will count equal weight. The review questions grades will be added together and will count as one examination grade. The following grading system will be used.

90-100 A
80-89- B
70-79 C
60-69 D
Below 60 F

There will be no make-examinations. If a student misses an examination, the grade obtained on the next examination will count twice. Review questions must be turned in on the specified date. Late papers will have 5 points deducted from the grade.

Remediation procedures: Students that are failing the course or who do not have a satisfactory grade average will be given additional readings on the topics discussed.

Objectives: Students will:

1. Identify the clinical characteristics common to the low incidence pediatric population.
2. Describe the language differences common to the low incidence pediatric population.
3. Describe appropriate assessments and modifications to be used during evaluation.
4. Provide intervention strategies that are important for communication
5. Identify and define terms relative to each disorder.

Indicator: Students will demonstrate mastery of the objectives by examinations and by answering the review questions at the end of the chapters in the text.

Target: Students will achieve a grade of 70% or better on all assignments.

The following topics of discussion will be presented.

1. Philosophy of Intervention

A review of topics which are essential to the development of effective treatment programs and the development of effective clinicians.

II. Traumatic Brain Injury

Characteristics and assessment of children with TBI. Treatment procedures, being a case manager, and family issues. Answer and hand in the review questions at the end of the chapter.

EXAMINATION

III. Attention Deficit Disorder

Definitions and assessment issues. Understanding co-existing conditions associated with ADHD. Treatment procedures which include a biophysical model, behavior interventions, and language intervention. Answer review questions at the end of the chapter.

EXAMINATION

IV Autism spectrum Disorders

Definition and the Speech-language pathologist's role in assessment and treatment. Identify social impairments as one of the defining characteristics of autism. Describe types of communication interventions. Answer review questions at the end of the chapter

EXAMINATION

IV. Mental Retardation

Classify mental retardation, state causal factors, and list evaluation and treatment protocols for children. Answer review questions at the end of the chapter.

EXAMINATION

V. Mental Retardation

Classify mental retardation, state causal factors, and list evaluation and treatment protocols for children. Answer review questions at the end of the chapter.

EXAMINATION

VI. Substance Abuse

Describe substance abuse and its impact of the fetus in the areas of fetal growth and development. Understand the possible effect of substance abuse on neurobehavioral, neuromotor, physical, cognitive, and language development. Describe the language disorders that accompany children exposed to substance abuse. Answer questions at the end of the chapter.

EXAMINATION

VII Psychiatric Disorders in the Speech-Language Impaired Youngster.

Name four major psychiatric areas involved in speech and language disorders and list speech and language characteristics observed in each of the four categories. Describe what a functional behavior assessment is. Describe three commonly used intervention strategies for individuals with pragmatic language deficits. Answer questions at the end of the chapter.